**Third Grade Correlations – Year at a Glance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Comprehension Toolkit Lessons** | **Jan Richardson Strategies** | **Writer’s Workshop Units of Study** |
| **Quarter 1** | **Unit 1**  **Stories Worth Telling Again and Again** | Monitoring (3 Lessons)  Activate and Connect  (3 Lessons) | Write Predictions (pg 205)  Predict -Support-Confirm (pg 206)  Make Connections in F and NF  (pg 207 – 208)  **Retell Strategies:**  STP (pg 160)  B-M-E (pg 160)  5 Finger Retell (pg 172)  Track Character Feelings (pg 161)  S-W-B-S (pg 221)  Green Questions (pg 211) | **Launching the Writer’s Workshop (17 Sessions)**  Establishing procedures and routines for Writer’s Workshop  **Raising the Quality of Narrative Writing (14 Sessions)** |
| **Quarter 2** | **Unit 2**  **Inspired by the Sea** | Determining Importance (6 Lessons) | **In Fiction Literature:**  VIP Literal Level (pg 215)  Who? What? Literal (pg 216)  Cause-and-Effect (pg 225-227)  **In Information Texts:**  VIP Literal Level (pg 218)  Main Idea Question/Details(pg 218)  Cause-and-Effect (pg 225-227) | **Informative/Explanatory Content Task**  [Unit of Study: Informational Writing and Research - Includes mentor texts, rubric, mini-lessons](http://blogs.muskegonisd.org/writers3to6/files/2009/03/3-6-09-report-research-unit-of-study.pdf) |
| **Unit 3**  **Creative, Inventive and Notable People** | Asking Questions  (3 Lessons) | Turning Facts Into Questions  (pg 210)  Green Questions (pg 211)  Yellow Questions (pg 212)  Red Questions (pg 212) | **Assisted Content Task (Biographies)/Shared Research** |
| **Quarter 3** | **Unit 4**  **The People, The Preamble, and the Presidents** | Inferring and Visualizing  (6 Lessons) | Predict-Support-Adjust (pg 206)  Make Inferences (Dialogue, Character’s Actions, Physical Descriptions, Inner Thoughts) (pg 231-236)  Character Trait Web (pg 230)  Action-Trait (pg 229) | **Opinion Writing**  [**Writer's Workshop Opinion Lessons**](http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=7&Itemid=6)  Possible writing activities:   * Choosing a person you studied, what is the most important character trait that they exhibited and support with at least two reasons why you think it was so important. * Think about the responsibilities that we have as citizens. Write about what you feel is the most important responsibility and support with at least two reasons why it is so important. |
| **Unit 5**  **A Feast of Words on a Planet Called Earth – and Beyond** | Summarize and Synthesize (5 Lessons) | **In Information Texts:**  Synthesize (pg 221)  Key Word/Summary (pg 222)  Draw Conclusions (pg 224) | **Shared Research/Informative Writing** |
| **Quarter 4** | **Unit 6**  **Fantastic Adventures with Dragons, Gods, and Giants** | The fourth quarter should be used to spiral back to the strategies. Teachers should help students utilize these metacognitive strategies and see how they work together when reading. | The fourth quarter should be used as an opportunity to explore multiple genres and blend strategies taught across the first three quarters. | **Opinion Writing** |

Comprehension Toolkit Lessons can be divided into two or three mini-lessons and taught during Shared Reading.

Comprehension Strategies should be taught and practiced across multiple genres (for example, teach asking questions with both fiction and nonfiction texts).

When teaching strategies, make sure that there is a progression from Literal to Interpretive and Evaluative scaffolds. Avoid the temptation to remain on Literal scaffolds. ☺

Poetry needs to be taught throughout the year and incorporated throughout all units.